

Working with Wood

PM Level 25

Emerald

Text Type Explanation / Procedure

Running Words 1510



Preparing for Guided Reading

Orientation to the text

- Sandy the wooden puppet wants to know how to make things out of wood, so she asks her expert friend Jonathon. Jonathon gives Sandy all the instructions to complete lots of fantastic projects and gives her many useful tips along the way.

Prior knowledge

- Ask students what they already know about woodwork. Have they ever made anything from wood? Have you ever seen something being made from wood? What do you think this book will be about (content)? How will we read it? What words might we find in it (content words and grammatical features of procedure)?

Building the Balanced Reader

Grammatical conventions

- Action verbs provide precise information at the beginning of each step in the procedures, e.g. *choose, hold, place, repeat*.
- Use of exclamation marks: *'Oh dear!'*, *'Of course!'*, *'It's easy!'*

Vocabulary

Key vocabulary

blade, blunt, cedar, decorative, diagonal, magnet, napkins, pliers, plywood, protection, rectangular, splinters, tightened, utility, vacuum, vice

Spelling

- Identify compound words in the text. Encourage students to break these into two smaller words to assist with correct spelling, e.g. *craftwood, plywood, pinewood, sandpaper, woodwork, jigsaw, workbench, dustpan*.
- Investigate the origin of selected words: *vacuum, electricity, millimetres, centimetres*.
- Locate words that contain the letter *c* making an *s* sound, e.g. *place, piece, vice*.

Visual Literacy

- Discuss how the layout helps the reader scan for information using headings and subheadings. Discuss the choice of font and style of title and choice of cover illustration.

- Discuss how some information is given in the form of a photograph accompanied by a caption or an illustration with a label.
- Chapter format and index help readers find specific information quickly.

Focusing on the story – guided reading

- Explain that this text contains simple projects that can be made from wood.
- Note the safety tips that explain to the reader how to stay safe when using the tools for the project.
- Draw students' attention to the written list of materials needed, and also the picture of each material.
- Identify the action verb at the beginning of each instruction, providing accurate information to achieve the goal.
- Discuss cautionary language that is used to warn the reader about possible danger, e.g. *It can be dangerous if you do not do it properly; Make sure that the tools you use are light and easy to handle; 'otherwise ...'*
- Ask questions that require students to search the visual component of the text for answers (diagrams, illustrations, captions, etc.).
- Identify statements that show cause and effect, e.g. *If you glue two pieces of wood together before nailing them, they will not slip when you begin to nail.*

Comprehension

- What is sandpaper used for in these projects? (*Literal*)
- Which words in the text tell you that pinewood and plywood are good types of wood for woodwork projects? (*Inferential*)
- What would be the most difficult project to make from this book? Why? (*Applied Knowledge*)

Follow-up activities

- Ask students to retell the steps to make a picture frame. Write each point on a sentence strip. Sequence the steps of the procedural text as a group and then independently. Discuss the structure of a procedural text, i.e. the convention of listing the equipment first and then writing the method in ordered steps, beginning with an action verb. In pairs, students discuss why a procedure is structured in this way.

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Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up